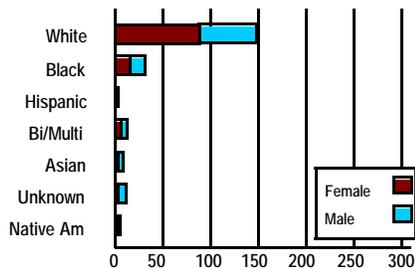




**Department of Defense Education Activity
 Alfred T. Mahan High School (7-12)
 1996/97 School Profile
 Arnold Watland, Principal**

School Characteristics

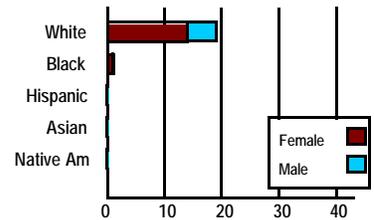
Student Enrollment - 218



Grade	#
7	58
8	53
9	30
10	38
11	20
12	19
Total	218

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	61%
Air Force	30%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	5	2%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		13	33%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	5
7-10	3
> 10	13

Mobility Rate
37% Per Year

School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	18.5
Special Education	0.5
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	55%
MA/MS	45%
Doctorate	0%

Principal's Highlights

A. T. Mahan High School serves 200 students in grades 7-12 on the NATO base at Keflavik, Iceland.

Our cooperatively-developed School Improvement Plan became fully implemented this academic year. A particular strength were the gains experienced in student writing (3.1), as evidenced by the school-wide writing assessment scores.

To help narrow the gap (4.2), more aggressive counseling to enroll students in rigorous math classes was instituted. In addition, an AVID class is being established for the coming school year.

Technology (10.8) usage continued to grow as more computers were added to our LAN. A new web page added a SHP (8.1) component to our commitment to electronic technology.

DSO support of our school's quest to fulfill its school improvement mandate has been strong, helpful, and productive throughout the entire academic year.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
 Writing across the curriculum proved to be an effective strategy to improve proficiency in language arts as evidenced by student growth in both the DoDDS Writing Assessment and the school's locally-developed writing assessment. Writing across the curriculum will continue to be a strategy next year with a more rigorous local assessment planned.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
 Using a four-step problem solving plan across the curriculum was a major strategy employed to narrow the achievement gap in mathematics. Inservice training on using a problem solving approach in individual curricular areas was provided for teachers. Assessments to measure success are in place for next year and include math pre- and post-tests, in addition to affect surveys.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
 School-Home Communication was accomplished through various mediums to include, inter alia, staff bulletins, parent newsletters, Middle School newsletters, the school web page, e-mail, and minutes and agendas for PTSO, SAC, BBF, STUCO, and SILT. A questionnaire to measure affect will be given in the fall and spring of SY 1997-98.

Benchmark 10.8: Establish Technology for teachers and administrators...
 Teacher and student technology use was a focus this academic year. Lab usage by non-computer science teachers increased by 15%. More computer lab courses were scheduled and there was an increase in student involvement in computer labs and media center technology. Teachers received inservice training twice during the school year in the use of technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.50	3.70
Co-Supporters	3.2	3.03	3.31
Co-Learners	3.2	2.84	3.00
Co-Teachers	3.4	3.09	3.31
Co-Advisors	3.3	3.00	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

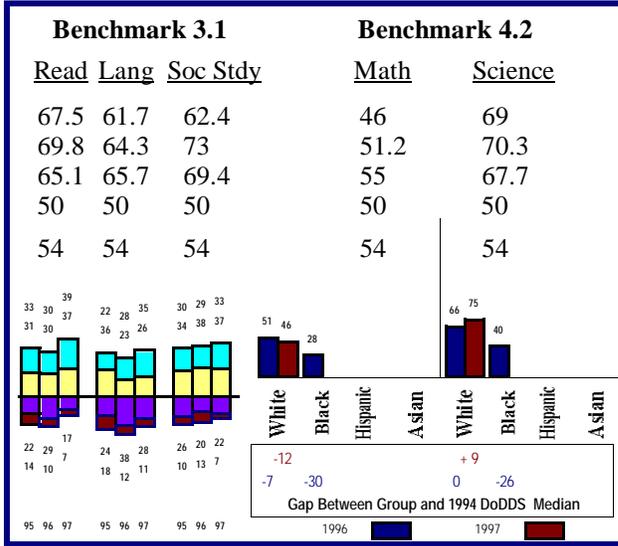
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Two-way school communication was pursued through a tutoring program, parent file, parent newsletters, SAC, PTSO, Student Council, school web page, the use of local media, and e-mail. An assessment survey to measure affect will be administered in September and May to provide indicators of success.

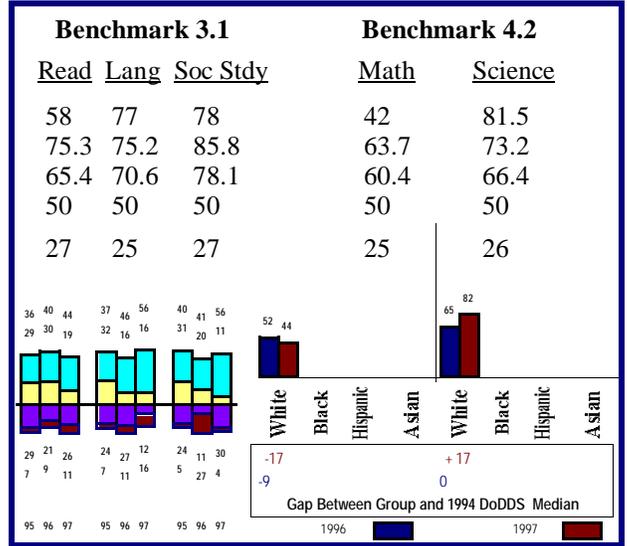
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

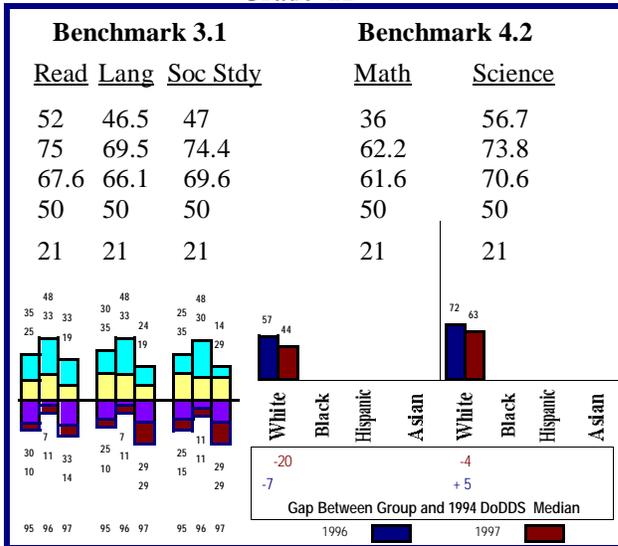


Grade 9



Grade 11

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96	60%	62%	62%
	97	79%	71%	63%
Math Avg Score	96	456	501	506
	97	444	503	505
Verbal Avg Score	96	481	525	518
	97	511	533	515

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
8	95	44	751.5	767.6	23%	23%	32%	23%	0%
8	96	36	809.2	770	36%	42%	19%	3%	0%
8	97	45	728.7	689	49%	44%	4%	2%	0%
10	95	33	804.3	792.8	21%	52%	18%	9%	0%
10	96	27	776.9	798.9	26%	52%	15%	4%	0%
10	97	36	740.7	711.6	53%	39%	8%	0%	0%